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ABSTRACT

A study was conducted to determine whether participation in self-evaluations as part of the accreditation process of the Middle States Association of Colleges and Schools produced a change in the role perceptions of participant teachers. An experimental group of 30 elementary teachers from Pleasant Valley school and a control group of 30 elementary teachers from Pocono Mountain school (both located in a rural area of northeastern Pennsylvania) participated in the study. Subjects from the experimental group actively participated in self-study during preparation for accreditation by the Assembly of Elementary Schools, while the control group was not involved in any such self-evaluation. Role perceptions were assessed through changes in participants' levels of morale, as indicated on the Purdue Teacher Opinionnaire. In general, results suggested that the role perceptions of teachers who underwent self-evaluations were favorably changed with respect to attitudes about their students, peers, school environments, and the community at large. (MP)

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AN ASSESSMENT OF TEACHER CHANGE IN ROLE PERCEPTION AS THE RESULT OF PARTICIPATION IN THE ELEMENTARY SCHOOL EVALUATION BY THE ASSEMBLY OF ELEMENTARY SCHOOLS, MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

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A thesis submitted in partial fulfillment of the requirements for the degree of Master of Education in Elementary Education in the Graduate School of the East Stroudsburg State College

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G. R. H.

TABLE OF CONTENTS

CHAPTER		Page
I.	INTRODUCTION	1
	Statement of the Problem	3
	Hypothesis	4
	Importance of the Study	4
	Delimitations	7
	Definition of Terms	7
II.	REVIEW OF RELATED LITERATURE	10
	Introduction	10
	Teacher and Student	12
	Teacher and Teacher	16
	Teacher and School	19
	Teacher and Parent	24
III.	PROCEDURE	29
	Sample	29
	Method and Data Collection	29
IV.	ANALYSIS OF DATA	32
V.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	35
APPENDIX		41
BIBLIOGRAPHY		48

CHAPTER I

INTRODUCTION

During the early years of the Middle States Association of Colleges and Schools, the Association helped to establish protocols used in the admission of students to colleges and universities. The main emphasis was placed on establishing appropriate modes of quality control. From this early quest the Commissions of Higher Education (1919) and Secondary Schools (1920) evolved. Both commissions were concerned with determining criteria for accreditation for institutions of education.[1]

The focus on the elementary level developed during the 1950s. By 1973 the Elementary School Evaluative Criteria were established by the National Study of School Evaluation, a nonprofit organization founded by the six regional associations.[2]

Presently over three hundred Assembly schools are in the process of self-study for the Assembly of Elementary Schools.

The Assembly of Elementary Schools is an extension of the Middle States Association of Colleges and Schools at the primary level. It is designed to evaluate the elementary system to establish standards concurrent with the upper grades. These institutions are

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[1]John A. Stoops, A Journey Through the Inner School (Philadelphia: Assembly of Elementary Schools, 1979), p. 1.

[2]Ibid., p. 2.

guided by Dr. John Stoops's A Journey Through the Inner School (1979). This publication summarizes the self-study experience of twenty-two pilot schools in the Elementary School Evaluation Study (1975-78). Guidelines on procedures were established through this effort.[3]

These guidelines can follow two different models, the Correspondence instrument and the Coherence instrument. The Correspondence instrument lists the characteristics of a good school on a check list. The school then rates itself on these items, evaluating the quality of the physical and logistical character of the school.[4]

The second model, the Coherence instrument, is a definition of the school itself and has three phases: The Foundation, the Diamond and the Setting.

Phase I, the Foundation, incorporates the School and Community and Philosophy sections. The School and Community part is a demographical and statistical analysis of the school district and the surrounding community. The Philosophy section is a statement by which the participating school governs its operation. Phase II, the Diamond, incorporating pupil services and all areas of learning, examines the relationship between these areas and the basic school philosophy. Phase III, the Setting, evaluates the staff and administration, learning media services, and school plant and facilities. The Coherence instrument examines the quality of the experiences that the students have in that school.[5]

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[3]John A. Stoops, Judgment by the Profession (Philadelphia: Assembly of Elementary Schools, 1980) acknowledgements.

[4]Stoops, Journey Through the Inner School, p. 10.

[5]Ibid., p. 11.

The schools selected for the experimental group were following the Coherence model. The first Phase, the Foundation, of the self-study was completed before this study began. Phase II, the Diamond, and Phase III, the Setting, followed the criterion of the evaluation based on how the offerings logically met the Foundation. The faculty and staff of the examined school district participated in the process of the self-study. Faculty members volunteered their work for committees assigned to the various categories of the self-study. Each faculty member participated in at least two committees. The control group consisted of members of the Pocono Mountain elementary system within the same county. The control group had not been involved in the process of self-study.

Statement of the Problem

The purpose of this study was to determine whether the process of self-study of three elementary schools would produce a change in role perception among the teachers at those schools.

In A Journey Through the Inner School, Dr. Stoops refers to raw realities underlying a school philosophy. These are:

1. Nature of the Student
2. Nature of the Processes
3. Nature of School Relations
4. The Purpose of the School

Of these "raw realities," reality number three, the Nature of School Relations, was the area selected to be investigated. The Nature of School Relations included:

1. Teacher and Student
2. Teacher and Teacher
3. Teacher and School
4. Teacher and Parent[6]

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[6]Ibid., p. 10.

These relations were considered to be central to the examination of change in role perception.

Role perception in this study was assessed through changes in morale. The instrument used, the Purdue Teacher Opinionaire, was designed to measure role perception determined by levels of morale. This is defined by the authors of the Bentley and Rompel manual by:

> the extent to which the individual perceives satisfaction as stemming from the total job situation, measurable by the level of morale.[7]

Hypothesis

The null hypothesis concerning this study states:

> Elementary teachers' role perceptions do not change significantly as they undertake the process of self-study for the Middle States evaluation.

Importance of the Study

The concept of the role of teachers has been examined by many investigators. Flizak (1968), in a study of the influence of organizational structure and teacher role orientation, stated:

> Members of our society participate in a great variety of formal and informal organizations. Their daily life is predominantly organizational life. Consequently, an organization, its goals and structure, is believed to be a significant influence upon its members and their lives.[8]

He continued by examining whether there is such a relationship between the school organization and the teachers' behaviors. In an analysis

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[7] Ralph R. Bentley, Averne M. Rompel, "Manual for the Purdue Teacher Opinionaire," West Lafayette, Indiana, The University Bookstore, 1967, p. 1.

[8] Christopher W. Flizak, Organizational Structure and Teacher Role Orientation (Arlington, Va.: ERIC Document Reproduction Service, ED 022 068, 1968), p. 1.

of this relationship, he made a distinction between individual and collective concerns. He defined as the individual concern the development, expression, realization, and maintenance of the conception of self. Role perception is determined by this perception. The collective concern of an organization is described as growth in size, self-perpetuation, growth in influence over its members or growth in power, influence over its non-members, performance of organizational tasks, attainment of goals, and security and satisfaction of its members.[9]

This study examined the effect of the process of self-study on the role perception of teachers. Should participation in the process affect the role perception of individual teachers, then in turn the collective concerns of the elementary system could influence the students, other staff members, the administration and the community.

According to McGuire, role perception in terms of attitude changes can take various forms. In his study three such forms are examined. The major facet of the first form, the learning theory, is that change involving the individual requires that his general level of ability is influenced by the learning experience.[10] Another form, change in perception, invites a reinterpretation of opinion. The change occurs in the perception of the object, leading to a different opinion.[11] The third type of attitude change examined in McGuire's

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[9] Ibid.

[10] William J. McGuire, "The Nature of Attitudes and Attitude Change," Handbook of Social Psychology, 3 vols. (Reading, Ma.: Addison-Wesley Publishing Company, Inc., 1969), p. 267.

[11] Ibid., p. 268.

study in consistency. According to McGuire, a person changes his attitude and/or behavior in order to keep a maximum degree of internal harmony within his belief system and between his beliefs and his overt actions.[12]

Changes in attitudes and behaviors are expressed in the individual's role perception which in this study was assessed through changes in morale.

According to Nickse (1973), the teacher has long been on the bottom of the hierarchy in the educational order.[13] Major reasons include: (1) the increase of importance of the role of the administrator, (2) the fear of reprisal, (3) teacher complacency coupled with defensiveness of the profession, and (4) the sheer business of the job.[14] Nickse, however, contends that the teacher is a valuable change agent in the school. She suggests that teachers be encouraged to seek responsibility for change relative to students, organizational characteristics of the school and the community. She concludes:

> From the teachers' point of view, a more active and responsible role in the schools will go a long way toward building a more positive self-image for themselves, increasing their professional posture, and eliminating their day-to-day sense of powerlessness. The community is alerted to constructive and energetic efforts of the teaching faculty which may lead to a more informed and more supportive constituency. And, of course, the ultimate benefactors are the children, who desperately need contact with a vital, enthusiastic teaching staff who are able and willing to initiate new programs.[15]

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[12] Ibid., p. 268.

[13] Ruth S. Nickse, How to Change the Schools from Inside: Teachers as Change Agents (Arlington, Va.: ERIC Document Reproduction Service, ED 084 224, 1973), p. 1.

[14] Ibid., p. 4.

[15] Ibid., p. 19.

The work done for the Middle States Evaluation and the extent of the involvement of the elementary faculty in the preparation of and participation in the self-study, the team visit and follow-up implementation phase, could be such a tool in reducing the feeling of "powerlessness," thereby producing a change in morale. The examination of the possibility of such an occurrence could prove helpful to other schools contemplating joining the Elementary Assembly.

Delimitations

In this study, the investigator examined the changes occurring in the role perception as reflected in changes in morale of an elementary faculty in a rural school setting. Age, sex, years of service, and years of academic study of the respondents were not considered. Preassessment of teachers or changes in community population were not incorporated.

Definition of Terms

Role

Edwin J. Thomas and Bruce J. Biddle define role as a set of standards, descriptions, norms or concepts held (by anyone) for the behaviors of a person or a position.[16]

Perception

C. E. Fishburn defines perception to mean an immediate or intuitive cognition implying selective observation or discrimination.[17]

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[16]Bruce J. Biddle and Edwin J. Thomas, Role Theory: Concepts and Research (New York, London, Sydney: John Wiley & Sons, Inc., 1966), pp. 11-12.

[17]C. E. Fishburn, "Teacher Role Perception in the Secondary School," The Journal of Teacher Education 13 (March 1962): pp. 56-57.

Attitude

William J. McGuire describes Allport's (1935) definition as a mental and neural state of readiness to respond organized through experience exerting a directive and/or dynamic influence on behavior.[18]

Behavior

The action or activities of an organism, that is, anything that an organism does, including overt, physical action, internal physiological and emotional processes, and implicit mental activity.[19]

Morale

The general level or tone of the attitudes of personnel of an institution.[20]

Role Perception

Bentley and Rompel define role perception "by the extent to which an individual's needs are satisfied and to the extent which the individual perceives satisfaction as stemming from the total job situation measurable by the level of morale."[21]

Role Perception

For the purpose of this study, role perception is defined by the extent which the individual teacher perceives satisfaction

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[18]William J. McGuire, "The Nature of Attitudes and Attitude Change," Handbook of Social Psychology, (1969), p. 142.

[19]Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Co., 1973), p. 58.

[20]Good, Dictionary of Education, p. 373.

[21]Ralph R. Bentley, Averne M. Rompel, "Manual for the Purdue Teacher Opinionaire," West Lafayette, Indiana, The University Bookstore, 1967, p. 1.

stemming from the relationship to: (1) the student, (2) the teacher, (3) the school, and (4) the parent.

Rural Community

According to Larry W. Hughes and Dolphus L. Spence, a rural community is a small village or small town and its surrounding countryside.[22]

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[22]Larry W. Hughes and Dolphus L. Spence, Attitudes and Orientations of Rural Groups and Effects on Educational Decision-Making and Innovations in Rural School Districts (Arlington, Va.: ERIC Document Reproduction Service, ED 054 892, 1971), p. 5.

CHAPTER II

REVIEW OF RELATED LITERATURE

Accreditation of elementary schools is a recent endeavor by the Middle States Association (MSA). Other geographical areas outside the jurisdiction of the MSA, however, dealt with this concept long before the establishment of the Assembly of Elementary Schools.

Brown (1966), in her study of elementary school teachers' attitudes towards accreditation of elementary schools in Northern Virginia, found significant differences among the four groups of teachers. Group A was not involved with accreditation. Group B was affiliated with an accreditation association. Group C was in the final stages of the accreditation process and Group D was officially accredited. She found a significant relationship between the degree of involvement in the process and the attitude toward accreditation. The difference between Group A and D was highly significant at the .01 level. Other group comparisons proved significantly different at the .05 level, except for Groups B and C where no significant difference was established.[23]

Carpenter (1970) examined the rate of implementation of the

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[23]Arthurea Brown Rubinowitz, "An Investigation of the Attitudes of Elementary School Teachers Regarding the Accreditation of Elementary Schools," Dissertation Abstracts 27 (1966), p. 611.

recommendations made by visiting teams.[24] The fifty-seven schools which participated had completed the self-study two years prior to the research. His major findings were as follows: (1) the attitude and support of the individual faculty member and the principal are very important in the implementation of the recommendations; (2) teachers' and principals' attitudes toward the process of the evaluation are important to the implementation; (3) the recommendations which originated during the self-study found the greatest implementation; (4) schools which gave more importance to the role of the evaluation process achieved a greater rate of implementation.[25]

This study investigated the change in role perception of teachers during the self-study process. For clarification, the role of the teacher was divided into four concepts: (1) Teacher and Student, (2) Teacher and Teacher, (3) Teacher and School, and (4) Teacher and Parent. The instrument used was the Purdue Teacher Opinionaire which is grouped into the following factors: (1) teacher rapport with principal, (2) satisfaction with teaching, (3) rapport among teachers, (4) teacher salary, (5) teacher load, (6) curriculum issues, (7) teacher status, (8) community support of education, (9) school facilities and services, (10) community pressures. These ten factors correlated with the central issues investigated.

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[24] James L. Carpenter, Accreditation Evaluation and Institutional Change (Arlington, Va.: ERIC Document Reproduction Service, ED 043 661, 1970), p. 1.

[25] Ibid., pp. 9-11.

Teacher and Student

Dr. Stoops, in his outline on the school philosophy, points out that the relationship between the teacher and the student is complex and multifaceted.[26]

Abinum (1977), in his article on teaching and personal relationships, expands on the question of teacher-student interaction. He criticizes the radical theorist in education on three focal points: (1) on the failure to take into account impersonal relationships which largely determine the personal ones, (2) the failure to distinguish between differences in concepts of loving, liking, sympathy and respect, and (3) the view of the teacher-student relationship as being one-sided, where the teacher has all the obligations and the student all the privileges. He continues that interpersonal relationships are mainly to be governed by "respect for person."[27] He defines this phrase as Kant would: regarding and treating people as valuable in themselves and not merely as useful instruments or objects.[28] According to Abinum, this implies: (1) caring about the pupil's viewpoint of the world, (2) treating him as a human being who must be respected as self-determining and following his own conscience, (3) showing positive concern for the pupil by helping him achieve that which he pursues in the exercise of self-determination.[29] He further points out that the love between the teacher and the student should be the agape type, a practical love, selfless, disinterested, with concern

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[26]John A. Stoops, Journey Through the Inner School, p. 51.

[27]Joseph Abinum, "Teaching and Personal Relationships," Educational Theory 24 (Fall 1977): p. 297.

[28]Ibid., p. 298.

[29]Ibid., p. 299.

for another's welfare.[30]

Brown (1976), in his two-year investigation of teacher-student interpersonal relationships, found a very low socialization need in the majority of teachers, in contrast with the students, who scored high on this need. The level of control exerted was compatible between teachers and students. Strong disagreement about compatability was evident in the need for expressing and receiving affection. Teachers' needs for expressing affection were very low, and students' needs for receiving affection very high.[31]

Another aspect of interpersonal teacher-student relations was investigated by Behrman (1976). He believed initially that teachers' interpersonal relationships with students would contribute more to teachers' job satisfaction (JS) than either interpersonal relations with peers or superiors; however, his results indicated that:

> . . . interpersonal relations with students, peers and administrators were all significantly correlated with JS. Among teachers who were "poorly matched" with their students racially or socially, perceived interpersonal relations with students were more important in determining overall job satisfaction than among "well matched" teachers, but not at the desired level of statistical significance.[32]

These teacher-student relationships can be affected by several variables. Barter (1974) found, among other things, that organizational change to personalize and humanize a comprehensive suburban

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[30]Ibid., p. 300.

[31]Richard Campbell Brown, "An Exploration of Teacher-Student Interpersonal Relations," Dissertation Abstracts International 36 (1976), p. 7323.

[32]Edward Henry Behrman, "Teacher-Student Relations as a Predictor of Teachers' Job Satisfaction," Dissertation Abstracts International 37 (1976), p. 5467.

high school initiated a change in teacher behavior to reflect an acceptance by teachers of personalized, humanized relationships with students, and students' academic performance and attitude toward school improved in teacher-student relations.[33] Jackson (1971) investigated the differences in teacher-student attitudes between two differently curricula scheduled schools. His findings pointed to a significant difference in student attitude at the .05 level on twenty-two out of twenty-five items, but only a very limited difference in teacher attitude on three items out of twenty-five at the .05 level. He concluded that evidence supported the conclusion that modular scheduling created a positive change in student attitude but failed to achieve the same results for teachers.[34]

In a follow-up study of the NASSP Model School Project, O'Brien (1975) found that as time passed, teacher and student involvement in innovations replaced the importance of administrative leadership. In addition, teacher participation in the implementation of a new program was a favorable agent in attitude change.[35]

Innovations due to changes often result in attitudinal differences in teachers toward the students. Weber (1977) examined the

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[33]Clinton Ralph Barter, "Relationship of Changes in Teacher Role, Teacher and Student Attitudes, and Teacher-Student Relations in a Midwestern Comprehensive High School," Dissertation Abstracts International 35 (1974), pp. 4888-89.

[34]James Boyd Jackson, "A Comparison of Attitudes of Teachers and Students in a Traditional Scheduled School With a Modular Scheduled School," Dissertation Abstracts International 36 (1971), p. 4953.

[35]George Patrick O'Brien, "Teacher Role Change in the NASSP Model School Project: A Replication," Dissertation Abstracts International 36 (1975), p. 7327.

influence of Act 94-142, which requires mainstreaming mentally retarded children, on the attitudes of regular classroom teachers. She noticed that although there was a strong positive attitude toward normalization, conflict existed between classroom teachers' perception of their role and the implementation of the law. Their understanding of the needs of the handicapped was limited, and most teachers did not perceive it to be their responsibility to work with these children without an aide.[36]

Geiser (1974), in an article on the role of the teacher, points out that educational change has to begin in the teacher's thinking about how and what children need to learn. This will not occur without the development of the teacher's theory of education and a look at the human interrelationships between education and the human process, where the role each participant holds is the key to success or failure.[37]

Sarason (1972) states:

> Life in the classroom can be viewed and understood from different vantage points, but in my opinion, one of the most important ones is that which looks at the implicit theories teachers have about thinking and learning.[38]

Flanders (1958-1969), in a research program conducted by the University of Minnesota on the relationship among teacher influence,

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[36]Margaret B. Weber and Others, Attitudes of Public School Teachers Toward Mainstreaming the Mentally Retarded. Preliminary Draft, (Arlington, Va.: ERIC Document Reproduction Service, ED 150 817, 1977), p. 33.

[37]Robert L. Geiser, "If I'm Not at the Center of Things--Where Am I?" Teacher 91 (February 1974): pp. 18-22.

[38]Seymour B. Sarason, The Culture of the School and the Problem of Change (Boston: Allyn and Bacon, Inc. 1971), p. 181.

pupil attitude and achievement, found:

> There seemed to be four essential elements of teacher influence in the classrooms in which achievement and attitude were superior. First, the teacher was capable of providing a range of roles, spontaneously, that varied from fairly active, dominative supervision, on the one hand, to reflective, discriminating support on the other hand. The teacher was able not only to achieve compliance but to support and encourage student initiative. Second, the teacher was able to control his own spontaneous behavior so that he could assume one role or another at will. Third, he had sufficient understanding of principles of teacher influence to make possible a logical bridge between his diagnosis of the present situation and the various actions he could take. Fourth, he was a sensitive, objective observer who could make valid diagnoses of current conditions. All of these skills, which seemed to characterize the most successful teachers, were superimposed upon a firm grasp of the subject matter being taught.[39]

Geiser (1974) concludes that the school emphasizing teaching over learning fails to achieve the primary function. His article ends with the statement of a child, "The most important person in the whole school is me. If it weren't for me, there wouldn't be any schools and teachers wouldn't have jobs."[40]

The teacher's perception of this relationship is an important factor in his/her overall level of morale and job satisfaction. The researcher believed that the process of the self-study might produce a change in this perception. Therefore, the basic concept of teacher-student interaction was investigated.

Teacher and Teacher

The nature of the teacher and teacher relationship is

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[39]Ned A. Flanders, "Some Relationships Among Teacher Influence, Pupil Attitudes, and Achievement," in Contemporary Research on Teacher Effectiveness, ed. Bruce J. Biddle, William J. Ellena (New York: Holt, Rinehart and Winston, 1964), pp. 219-20.

[40]Geiser, "If I'm Not at the Center of Things--Where Am I?", p. 23.

described by Dr. Stoops as belonging to and having a special responsibility to a profession and a special relationship to others who belong. He continues, "Dedication, whether to the ends of the profession or to each other, must be constantly refueled."[41]

A change in the peer relationships of teachers could occur during the process of the self-study. Their perception of this change was the second concept to be researched. The literature on teacher-peer interactions looked into the various aspects of this relationship.

In a study to establish a profile of the elementary educator, Arth (1971) examined teachers on all three levels of education; elementary, middle and high school. The findings indicated that elementary teachers placed more importance on a combination of academic logic and emotional involvement than did middle and high school faculty. The upper level faculties were more subject matter oriented.[42]

Davidson's research (1971), exploring intraprofessional perception among teachers, compared elementary and secondary teachers. Three categories were established: "1. Themselves, 2. The 'typical' elementary teacher, 3. The 'typical' secondary teacher."[43] His results were:

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[41]Stoops, Journey Through the Inner School, p. 53.

[42]Alfred A. Arth and Others, Seeking the Profile of an Elementary Educator: Phase III (Arlington, Va.: ERIC Document Reproduction Service, ED 086 659, 1971), p. 23.

[43]John Joseph Davidson, "A Study of Perceptions that New York State Elementary and Secondary Public School Teachers Have of Themselves and One Another as Professionals," Dissertation Abstracts International 36 (1975), p. 4896.

> 1. Significant differences were found among the ratings of elementary and secondary respondents. 2. Both elementary and secondary respondents perceived themselves most positively. 3. The "typical" secondary teacher was generally rated higher, as a professional, than the "typical" elementary teacher by both elementary and secondary respondents.[44]

Stern and Kreislar (1975) did extended examination of the literature on teacher attitude and attitude change. The children are affected by the teachers' role perception, as expressed by behavior, job satisfaction and the degree of morale. This perception is acquired through socialization in the working environment.[45] The investigators continued that in a rural area administrators and teachers create a subculture reflecting the attitudes of the rural community.[46] Peer interaction, however, is of greater influence on job satisfaction than community attitudes. Dissatisfaction creates impaired morale which in turn initiates ineffectiveness in the classroom.[47]

Heck (1972) found teacher-peer interaction to be a significant factor. An investigation of identifiable characteristics of teacher interaction and the development and growth in knowledge and operational resources found that teacher-peer interactions were perceived as reinforcing when Significant Others reacted positively, and teacher-peer interactions were perceived as thwarting when Significant Others reacted passively-negatively. The same results occurred with

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[44] Ibid.

[45] Carolyn Stern and Evan R. Kreislar, Teacher Attitude and Attitude Change. Volume 2: Summary and Analysis of Recent Research (Arlington, Va.: ERIC Document Reproduction Service, ED 109 073, 1975), p. 142.

[46] Ibid., p. 144.

[47] Ibid., p. 150.

Non-significant Others. Significant Others is defined as peers associated with one another in a reciprocal relationship of appreciation, value and interest. Non-significant Others are indifferent, apathetic peer relationships.[48]

According to Cleveland (1973), a teacher's level of job satisfaction, both intrinsic and extrinsic, is related to the level of group membership within the faculty. This applies to the level of morale as well. Job satisfaction and level of morale are interrelated. These conclusions were drawn from a study of public elementary school teachers representing four districts in Central New York State.[49]

Teacher and School

Dr. Stoops (1979) defines the nature of the teacher and school relation:

> In former times, most teachers may have been viewed as representatives or agents of the spiritual, civil and academic tradition that preside in human affairs . . . In recent years, many have come to view the school as the representative or agent of these great traditions, and the teacher has become merely an employee of the school.[50]

The teacher's morale is affected by the extent to which his/her role perception includes active participation in the organization and process of the school. Should the process of self-study

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[48]Shirley Frances Heck, "Teacher-Peer Interactions," Dissertation Abstracts International 33 (1972), p. 3195.

[49]Robert Lathrop Cleveland, "A Study of the Relationships Among Teacher Job Satisfaction, Teacher Morale and Categories of Teacher-Faculty Group Membership," Dissertation Abstracts International 34 (1973), p. 6512.

[50]Stoops, Journey Through the Inner School, p. 50.

facilitate participation in the overall school condition, then the level of morale could equally be affected.

Many investigators have examined the problems associated with the teacher's role perception of the teacher-school relationship as well as the causes of the increasing dissatisfaction among teachers as a result of this change in their role.

Dean Tjosvold (1978), in his article on cooperation and conflict between administrators and teachers, points to the role system as the balance designed to direct and control behaviors of both sides.[51] According to Tjosvold, research suggests that positive communications occur more often within the two groups than between them. He suggests that openness in communications enhances efforts to work out conflicts by responding to one another's ideas, interests and demands.[52] This can be established with changes in the power of the central control, by having teachers participate in decision making.[53]

Bender (1972), in his efforts to develop a reliable and valid teacher morale scale, found the most important determiner of teacher morale was the relationship to the principal.[54]

Smith (1973) reached similar conclusions. He examined the effect of organizational climates and teaching satisfaction. His primary analysis was on trust, esprit and disengagement, leading to

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[51]Dean Tjosvold, "Cooperation and Conflict Between Administrators and Teachers," Journal of Research and Development in Education 12 (Fall 1978): p. 138.

[52]Ibid., p. 140. [53]Ibid., p. 145.

[54]John Edward Bender, "Morale of Elementary Teachers," Dissertation Abstracts International 33 (1972), p. 3984.

openness. Elementary teachers in three metropolitan school districts in the Midwest constituted the sample. He used the Purdue Teacher Opinionaire as one of his instruments and achieved a significance at .05 on all ten categories, and a significant difference at the .01 level on nine categories. His findings indicate that teacher rapport is more significant after rapport with the principal. Third highest in rank were the conditions of school facilities and services.[55]

Henderson (1979) examined the relationship between participation in decision making in school and the resulting teacher morale and job satisfaction. Two hundred eighteen public school elementary teachers from a predominantly rural congressional district in a Midwestern state were his sample. His findings that higher teacher morale is related to high participation in decision making were significant at the .01 level. He concluded that (1) there is a positive relationship between participation in school decision making and job satisfaction, (2) the teachers' overall impressions of their principal's competence and interest in their work, his ability to communicate and his skill in human relationships have an influence upon the morale of elementary teachers, and (3) elementary teachers who participated in school related decisions exhibit a more positive attitude toward the principal.[56]

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[55]Paul Joseph Smith, "An Investigation of the Relationships Between Teacher Satisfaction and Organizational Climate in Selected Elementary Schools," Dissertation Abstracts International 34 (1973), p. 3794.

[56]Lester F. Henderson, "Elementary Teacher Satisfaction and Morale and Perceived Participation in Decision-Making," Dissertation Abstracts International 37 (1979), p. 2535.

Schackmuth (1979) found that the work place and the work of professionals constitute a preferred location for personal and general satisfaction.[57] He investigated the occupational role of the elementary teacher in the organizational setting of the elementary school. Three hundred sixty-five teachers from eight schools in residential communities in Illinois participated in this study. Schackmuth concluded that there was a significant relationship between professional self-image and work satisfaction. This indicates that the attainment of a high level of job satisfaction is directly linked to the work process.[58]

Davis (1976) analyzed the perception of the role of secondary and elementary reading teachers as it relates to their occupational behavior. The study examined teachers according to categories including: "role perception; evaluation of pupil progress; communication with staff; involvement with parents; record keeping; and grouping procedures." The results indicated a significant difference in the categories mentioned:

> With the exception of grouping procedures, elementary reading teachers indicated that they engaged to a significantly greater extent than did secondary reading teachers in all of the necessary or desirable activities associated with the above categories . . . The study also indicated a dichotomy between what the secondary reading teacher perceives his role to be and the extent to which he is able to fulfill that role. Such a dichotomy could be the cause of job dissatisfaction on the part of the secondary reading teachers.[59]

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[57] Thomas G. Schackmuth, "Creating Job Satisfaction in a Static Teacher Market," Clearing House 52 (January 1979): p. 230.

[58] Ibid., p. 231.

[59] Walter Navarro Davis, "A Study of the Role Perceptions and Occupational Behaviors of Elementary and Secondary Reading Teachers," Dissertation Abstracts International 36 (1976), p. 915.

In an attempt to change the attitude of teachers about decision making and school organization, Hummel and Cox (1970) conducted the project SUCCEED in the Learning and Development Center of the University of Pittsburgh. This model was designed to produce an aggregate of conditions supportive of innovations in the organizational climate and structure of schools.[60] Change agents were selected from the personnel of participating schools and trained. Training took the form of a workshop to initiate the transformation in teachers' perception of their role. Emphasis was placed on the initiation and development of innovative programs by teachers to meet the needs of their own schools. These teachers returned to their schools to improve communication between their colleagues and the administrators in a combined effort to establish goals and plans for their school systems.[61]

A study consisting of eighty teachers in the experimental and seventy teachers in the control group was conducted. Both groups were equally represented by sex, age, religious preference, education, teaching experience and social origins. The first test was given before the project and the second eighteen months later. The panel analysis tracing changes over time indicated a positive shift concerning teacher committee planning in the experimental group over the control group. Further discussions with administrators and the school staff revealed a marked difference in morale between the two groups.[62]

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[60]Raymond C. Hummel, Leslie Salmon Cox, Change in Teacher Attitude Toward Decision-Making and School Organization (Arlington, Va.: ERIC Document Reproduction Services, ED 044 798, 1970), p. 2.

[61]Ibid., p. 5. [62]Ibid., p. 10.

Teacher and Parent

In an article on the role of the American teacher, Ulrich (1952) pointed out that teachers are the pillars of our nation's school system. They are the foundation upon which to build an education.[63] He continued to describe the various roles in which the teacher can be discussed. As a lover of youth, the teacher looks every year at a new group of students and starts an adventure into learning, not out of responsibility but love for children. His sympathy for people has to be profound, as he is dealing with a multitude of parents, and in turn the nation, in his profession. However, Ulrich pointed out a great contradiction. We espouse education as the salvation of American democracy but we attack teachers. The American public seems to believe in the "hounding of the honest public servant under sensational auspices." If the teacher is to be a guide, not only for the acquisition of knowledge but for a better way of life, honest cooperation of the public and the teacher is essential.[64]

Dr. Stoops describes the following as the relationship between the teacher and parent: "The elementary school teacher is a living presence in each home, and the influence of the parent is felt each day in the elementary classroom--especially at the primary level."[65] One aspect of the teacher's role can be defined as the

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[63]Robert Ulrich, "On the Role of the Teacher," The American Teacher 36 (January 1952): p. 10.

[64]Ibid., p. 11.

[65]Stoops, Journey Through the Inner School, p. 54.

relationship to parents and the community at large. The process of the self-study, in combination with community participation in it, could change the perception of this relationship.

For this study, the writer chose to expand this relationship to include the community, individually and collectively. Decker (1977) explains this position in his article on home/school/community interaction. He points out that "the child's home and family background as well as the health of the community environment have proven to be primary variables related to academic success and achievement." He continues, "The home-school-community involvement process must become an integral part of teaching strategies if schools are to responsively address the criticisms of educational practices."[66] Implementation of an approach to improve community-school relations is necessary, and each school should take the role of the facilitator. Decker states that this can be done by "utilizing all of the community's human and physical resources for the purpose of improving the quality of life of the individual and the community."[67] He concludes that the role of the teacher is critical if we, collectively, want to be responsive to all the problems facing today's communities.[68]

Hager (1977), in a publication on the rationale for teachers to become involved in the community, quotes several authors. The James S. Coleman report (1966) concluded that "there is a direct

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[66]Larry E. Decker, "Home/School/Community: The Involvement Imperative for Responsive Action," appearing in Hager, Donna L., and Others, Community Involvement for Classroom Teachers (Arlington, Va.: ERIC Document Reproduction Services, ED 146 124, 1977), p. 57.

[67]Ibid., p. 58.

[68]Ibid., p. 60.

relationship between the ability of parents and children to influence their own future and student attainment."[69] Parents are often hesitant to get involved in their child's school environment. The teacher is the key to the encouragement of parents to participate. The contact should have a positive note of involvement in the educational process and not take place only when problems arise.[70] This contact would benefit both parties. The teacher would benefit from the awareness, understanding and help which can be provided by the community. Dr. Daniel Safran, Director of the Center for the Study of Parent Involvement, defined the benefit to the teacher:

1. It enables teachers to draw upon supplemental and often unique adult resources.
2. It provides teachers with additional information on the children they teach.
3. It permits teachers to understand more about the community they serve by the school.
4. It opens up consumers of educational services, encouraging teachers to recognize other perceptions of what they do.
5. It makes possible political alliances between teachers-as-workers and parents-as-consumers in contending with school bureaucracies.[71]

A study exploring teacher morale as it relates to teacher perception of parental attitude was done by Bahnsen (1970). His findings showed a strong correlation between teacher perception of parental attitude and teacher morale. Bahnsen divided the respondents into three groups according to level of education at which they taught; elementary, junior high and senior high. Elementary teachers were best able to assess parent attitudes. Parents perceived teacher

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[69]Donna L. Hager and Others, Rationale for Teachers' Involvement with Community (Arlington, Va.: ERIC Document Reproduction Service, ED 146 124, 1977), p. 57.

[70]Ibid., p. 8. [71]Ibid, p. 12.

attitudes better than teachers perceived parental attitudes.[72]

In an analysis of the school-community attitudes of teachers and district residents, Cope (1970) found that residents approved of the educational program to a slightly higher degree than teachers. This varied according to demographic factors. Sex of the respondents had little significance in regard to their perceptions, although their marital status differed greatly. Widows and widowers had the highest approval and divorced and separated residents the lowest. Formal education affected the viewpoint. Teachers with higher level of education had higher levels of approval for the program. Weaknesses pointed out by both groups were apparent in meeting the needs of children, and the instructional program. In addition, residents saw the management of funds as ineffective and the discipline in the schools as weak, while the teachers felt communication within the system was lacking.[73]

As the literature pointed out, the teacher's role perception for the total school environment, including students, peers, administrators and the community at large is a distinctive factor in his/her overall job satisfaction. The process of the self-study for the Middle States Accreditation is a tool that could involve teachers actively in the overall organization of the school district. During the self-study process the school evaluates its philosophy, total

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[72]John Fredrick Bahnsen, "A Study of Teacher Morale as it Relates to Teacher Perception of Parent Attitude," Dissertation Abstracts International 31 (1970), p. 3192.

[73]John Harold Cope, "School Community Attitude Analysis of Teachers and District Residents," Dissertation Abstracts International 31 (1970), p. 3199.

curriculum, staff, administration, pupil services and the physical plant. Active participation in the self-evaluation might give the teacher the opportunity to reassess his/her role in this organization. Such an assessment might produce a change in the role perception of the individual. The possible change is the key interest in this investigation and will be measured in a change of level of morale.

CHAPTER III

PROCEDURE

Sample

The design of this study required an experimental and a control group. With the permission of the superintendents, the subjects were selected from the elementary faculties of two Monroe County Schools--Pocono Mountain and Pleasant Valley. Monroe County is a rural area in Northeastern Pennsylvania.

The experimental group was composed of the faculty members of the Pleasant Valley School District. All are full-time public elementary educators (K-4). The elementary section of the Pleasant Valley Schools was involved in the self-study process to qualify for accreditation by the Assembly of Elementary Schools, Middle States Association.

The control group was randomly selected from volunteers of the Pocono Mountain elementary faculty. These respondents were not actively participating in the self-study.

Method and Data Collection

The instrument used was the Purdue Teacher Opinionaire (PTO) which is designed to measure teacher morale. According to the authors of this questionnaire:

> "Morale" is still an imprecise although highly important term. Some authorities consider morale to be the emotional and mental reaction of a person to his job. It may best be conceived of as a continuous variable. The level of morale is then determined by the extent of which an individual's needs are

satisfied, and the extent of which the individual perceives satisfaction as stemming from the total job situation.[74]

The approach used in the PTO consists of asking the respondents to make qualitative judgments about the people and things in the teaching environment that may affect their morale. The responses are then weighed and quantified to assign a total score. Ten categories are identified in the PTO. These are: (1) teacher rapport with principal, (2) satisfaction with teaching, (3) rapport among teachers, (4) teacher salary, (5) teacher load, (6) curriculum issues, (7) teacher status, (8) community support of education, (9) school facilities and services, and (10) community pressures.[75]

All districts in Monroe County had recently completed or were conducting contract negotiations. In an attempt to avoid any carry-over of emotional bias on other pertinent information on the PTO, questions concerning salary were eliminated. A copy of the PTO with the salary questions crossed out appears in the appendix.

The first form of the PTO was developed in 1961. It consisted of 145 items, grouped into eight categories. According to Goldman, the authors of the PTO identified ten factors on the early form which formed the present subscores of one hundred items.[76] Rosner calls the PTO ". . . a carefully constructed research instrument designed to estimate individual school or system-wide teacher morale." He

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[74]Ralph R. Bentley, Averne M. Rompel, "Manual for the Purdue Teacher Opinionaire," West Lafayette, Indiana, The University Bookstore, 1967, p. 1.

[75]Ibid., p. 4.

[76]Oscar Krisen Buros, The Seventh Mental Measurement Yearbook Vol. 2, (Highland Park, New Jersey: The Gryphon Press, 1972), p. 972.

continues that the test-retest reliability was established from responses from approximately 3,000 teachers in seventy-six high schools in Indiana and Oregon. Total score reliability was .87, with individual factor scores ranging from .62 (community pressures) to .88 (teacher rapport with principal). On the question of validity, Rosner states:

> In summary, the Purdue Teacher Opinionaire is a thoughtfully constructed instrument designed to assess teacher morale. Its principal utility at this point is as a research tool.[77]

The PTO, as it was used in this investigation, was administered in a test-retest form. Teacher morale was utilized as an indicator of changes in role perception. The first test was given to the experimental and control groups in October 1980. The retest took place in May 1981.

Confidentiality was assured to all subjects of this study. To avoid any bias in the respondents, neither group was informed of the connection of this study to the Middle States Evaluation.

T tests for unrelated samples were computed and used to describe the relationship between the pre- and posttests of the control and experimental groups. The pretest and posttest between the two groups were compared to see whether any significant differences were evident in the four criteria central to this study in terms of the level of morale. A 5 percent level of significance was considered sufficient to reject the null hypothesis in terms of any or all of the criteria.

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[77] Ibid., p. 973-74.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this chapter is to present the analysis of the data collected.

The selection of the groups and the procedure of the statistical treatment was presented in Chapter III.

The pretest was administered to both the experimental and control groups in October 1980 to measure teacher morale before the involvement in the self-evaluation for accreditation by the Middle States Association. The posttest was administered after the process of the self-study in May 1981 to determine if a change in role perception of teachers as a result of the participation in the self-evaluation occurred. Role perception was assessed through changes in morale with the Purdue Teacher Opinionaire. The concepts central to this examination as stated in Chapter I were:

Criterion I Teacher and Student
Criterion II Teacher and Teacher
Criterion III Teacher and School
Criterion IV Teacher and Parent

Results shown in Table I report the means, standard deviations and t-values for the pre- and posttest of the experimental and control groups.

While the absolute values of the standard deviations reported in Table I are unequal, this does not represent a violation of the Equal Variance Assumption for the t-test. As Huck, Cormier and Bounds

state:

> If the two groups have an equal number of scores a violation of the assumption of equal variances does not affect the validity of the t-test.[78]

It can be seen from Table I that there was a significant difference on the pretest between the experimental and control group in Criterion II and Criterion III at $p < .05$. Although Criterion II reports a significant difference between the experimental and control group, the difference is a negative t-value with the mean of the experimental group larger than the control group in both the pre- and posttest.

Criterion I and Criterion IV showed no significant difference. Results of the posttest exhibit a nonsignificant difference between the experimental and control group for all four criteria.

Therefore, the null hypothesis,

> Elementary teachers' role perceptions do not change significantly as they undertake the process of self-study for the Middle States Evaluation.

was rejected for Criterion III and tenable for Criterion I, Criterion II and Criterion IV.

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[78]Schuyler W. Huck, William H. Cormier, William G. Bounds, Jr. Reading Statistics and Research (New York: Harper & Row, 1974), p. 57.

TABLE I Pretest and posttest results of the experimental and control group in terms of means, standard deviations and t-values.

Criterion		Pretest		Posttest	
		Control Group	Experimental	Control Group	Experimental
I	N	30	30	30	30
	$\bar{X}$	80.87	84.73	82.10	81.80
	SD	10.11	9.29	8.96	11.77
	t	- 1.54		0.11	
II	N	30	30	30	30
	$\bar{X}$	41.83	46.07	44.30	45.53
	SD	8.07	6.52	6.57	5.21
	t	- 2.24*		- 0.81	
III	N	30	30	30	30
	$\bar{X}$	100.63	88.43	102.47	99.43
	SD	20.56	19.37	15.09	17.74
	t	2.37*		0.71	
IV	N	30	30	30	30
	$\bar{X}$	50.73	51.30	50.80	51.80
	SD	8.80	13.09	7.40	10.36
	t	- 0.20		- 0.43	

* $p < .05$

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted to determine whether the participation in a self-evaluation for the accreditation by the Middle States Association produces a change in role perception among teachers. The subjects for the experimental group were the elementary teachers of the Pleasant Valley School system. The control group consisted of the elementary teachers of the Pocono Mountain School District. From each group thirty subjects were randomly selected. Subjects of the experimental group actively participated during the self-study in the preparation for accreditation by the Assembly of Elementary Schools. The teachers in the control group were not involved in any self-evaluation. Neither group was aware of the relationship of this study to the Middle States Association process.

The attempt was made to determine the effects of participation on the change in role perception, specifically the role of the

1. Teacher and Student
2. Teacher and Teacher
3. Teacher and School
4. Teacher and Parent

Role perception was assessed through changes in levels of morale with the use of the Purdue Teacher Opinionaire.

The *t*-test for unrelated samples was used to determine any changes in the levels of morale between the experimental and control group on the pre- and posttest. A significance level of 5 percent

(.05) was set to reject or fail to reject the null hypothesis.

Conclusions

The null hypothesis stated:

> Elementary teachers' role perceptions do not change significantly as they undertake the process of self-study for the Middle States Evaluation.

As can be noted in Chapter IV, there was a nonsignificant difference in Criterion I, Teacher and Student. This relationship is a complex and multifaceted one as Stoops pointed out. Behrman indicated that teachers "well matched" with their students did not show the importance of this relationship on their overall job satisfaction. Geiser and Flanders reported that the teacher's educational thinking and perception of this role affects the teacher-student interaction. The participation in the self-study did not seem to prove any significant changes in this relationship. Barter indicated in his study that changes in the organizational setting to personalize and humanize a suburban high school was a factor in the behavior change of students and teachers. Since the setting of the study was in a rural community, it may be that the teacher-student relationship in such an area might possibly be a more personal one, coherent with the educational environment, the socioeconomic demography presents. The participation in the self-study might then not affect this more personal, humanized interaction.

The second criterion investigated was the teacher-teacher relationship. As the literature in Chapter III pointed out, the level of job satisfaction is related to the level of group membership within a faculty. The statistical analysis indicates a significant

difference between the experimental and control group on the pretest and a nonsignificant difference on the posttest. The mean of the experimental group, however, as seen in Table I, is higher than the mean of the control group on the pretest. The posttest reports a slight decrease in the mean of the experimental group and an increase of the mean in the control group. The result may suggest a change in teacher-teacher relationship for the control group and none for the experimental group. This might relate to various factors within the Pocono Mountain faculty. These variables, however, are not within the scope of this investigation.

The self-evaluation did not appear to show evidence of changes in the peer relationship in the experimental group. The Pleasant Valley faculty has worked together intensively within the last few years on the reconstruction of the Reading Curriculum and the implementation of a Criterion Reference based Reading Program. This participation gave the teachers an opportunity to work together as a cohesive team which might account for the nonsignificant difference in Criterion II.

The third criterion central to this study was the relationship of teacher and school. The research in Chapter III pointed out that the teacher's role perception and morale is affected by the active participation or the lack of it within the total school organization. Included in this process is the communication level between teacher and administration, as Tjosvold and Smith pointed out. Openness, response to ideas, interests, demands and the overall rapport between principals and teachers are significant factors in the level of morale. Another important factor in the teacher-school relationship

is the degree of participation in the decision-making process. Schackmuth found that the level of positive self-image directly related to work satisfaction. The statistical treatment of this criterion revealed a significant difference of $p < .05$ between the experimental and control group on the pretest but not on the posttest. This suggests that for the experimental group there might have been a change in the relationship of teachers and school, and that the self-evaluation could possibly be a tool to facilitate an active involvement in the overall school condition. A study of curriculum issues, discussions of educational settings and services available, staff and administrative concerns and a look at the physical plant were key factors investigated during the evaluation for accreditation. The positive shift concerning the teacher-school relationship for the time of the study might reveal that the occupational role of the elementary teacher in the organizational setting may have a profound effect on the professional self-image and that the active participation might produce possible changes in the role perception of teachers.

The last relationship examined was that of the teacher and parents and community at large. This criterion did not show a significant difference on the pretest and posttest between the experimental and control group. Community participation in the self-study was limited to a few parents on several committees and the process did not address itself intensively to the community-teacher relationship. Teacher-parent-community interaction during the span of this study may be an area not affecting the role perception of the teacher.

In conclusion, the examination of the relationship of teachers to their students, peers, school environment and community at large,

during the process of the self-study, suggests that there might be a favorable change in the role perception among teachers with respect to the decision-making process. The weight of the evidence suggests that the self-evaluation process may give teachers the opportunity to be active members in the school organization, its goals and structure. This in turn may possibly create a more positive self-image, role perception and job satisfaction.

Recommendations

The results and conclusions of this investigation suggest the following recommendations:

1. That this study be replicated with other populations including different socioeconomic and interracial backgrounds to determine if these factors have an affect on the central issues.
2. That a replication of the investigation examine the differences of the central relationships between the experimental and control group using the *t*-test and among each group with an analysis of variance to investigate if there is a change in role perception within the groups as well.
3. That a follow-up investigation be conducted to examine changes in role perception between the two groups after the action plan has been implemented and accreditation has been awarded.
4. That an examination be conducted to determine if future self-studies for follow-up accreditations in the experimental school district report similar results.
5. That an investigation be conducted to develop an evaluative

instrument applicable to all grade levels, Kindergarten through grade twelve.

6. That an investigation be conducted between elementary and secondary teachers to compare possible changes in role perception as the result of participation in the Middle States Evaluation process.

THE PURDUE TEACHER OPINIONAIRE

APPENDIX

Prepared by Ralph R. Bentley and Averno M. Rempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

FORM A USE WHEN RECORDING RESPONSES ON OPINIONAIRE

DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. **DO NOT OMIT ANY ITEMS.**

School_____ Date_____
month day year

Age_____ Sex_____ Highest Degree Completed_____

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

If you agree with the statement, circle "A"	(A)	PA	PD	D
If you are somewhat uncertain, but probably agree with the statement, circle "PA"	A	(PA)	PD	D
If you are somewhat uncertain, but probably disagree with the statement, circle "PD"	A	PA	(PD)	D
If you disagree with the statement, circle "D"	A	PA	PD	(D)

FORM B USE WHEN RECORDING RESPONSES ON SEPARATE RESPONSE CARD

DIRECTIONS FOR RECORDING RESPONSES ON RESPONSE CARD

A separate answer card is furnished for your responses. Fill in the information requested on the answer card. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. **DO NOT OMIT ANY ITEMS.**

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers on the separate answer card in the following manner:

	A	PA	PD	D
If you agree with the statement, blacken the space	■			
If you are somewhat uncertain, but probably agree with the statement, blacken the space		■		
If you are somewhat uncertain, but probably disagree with the statement, blacken the space			■	
If you disagree with the statement, blacken the space				■

All marks should be heavy and completely fill the answer space. If you change a response, erase the first mark completely. Use No. 2 or special mark - sense pencil. Make no stray marks on the answer card. Please do not mark this booklet.

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1. Details, "red tape," and required reports absorb too much of my time.....A PA PD D

2. The work of individual faculty members is appreciated and commended by our principal .....A PA PD D

3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal .....A PA PD D

4. [redacted].....A PA PD D

5. Our principal shows favoritism in his relations with the teachers in our school.....A PA PD D

6. Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work.....A PA PD D

7. My principal makes a real effort to maintain close contact with the faculty.....A PA PD D

8. Community demands upon the teacher's time are unreasonable.....A PA PD D

9. [redacted].....A PA PD D

10. My teaching load is greater than that of most of the other teachers in our school....A PA PD D

11. The extra-curricular load of the teachers in our school is unreasonable.....A PA PD D

12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth .....A PA PD D

13. My teaching position gives me the social status in the community that I desire.....A PA PD D

14. The number of hours a teacher must work is unreasonable.....A PA PD D

15. Teaching enables me to enjoy many of the material and cultural things I like.....A PA PD D

16. My school provides me with adequate classroom supplies and equipment.....A PA PD D

17. Our school has a well-balanced curriculum.....A PA PD D

18. There is a great deal of griping, arguing, taking sides, and feuding among our teachers .....A PA PD D

19. Teaching gives me a great deal of personal satisfaction.....A PA PD D

20. The curriculum of our school makes reasonable provision for student individual differences .....A PA PD D

21. The procedures for obtaining materials and services are well defined and efficient....A PA PD D

22. Generally, teachers in our school do not take advantage of one another.....A PA PD D

23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.....A PA PD D

Continue with item 24 on next page

24. Teaching enables me to make my greatest contribution to society ..... A PA PD D

25. The curriculum of our school is in need of major revisions ..... A PA PD D

26. I love to teach ..... A PA PD D

27. If I could plan my career again, I would choose teaching ..... A PA PD D

28. Experienced faculty members accept new and younger members as colleagues ..... A PA PD D

29. I would recommend teaching as an occupation to students of high scholastic ability ..... A PA PD D

30. If I could earn as much money in another occupation, I would stop teaching ..... A PA PD D

31. The school schedule places my classes at a disadvantage ..... A PA PD D

32. [redacted] ..... A PA PD D

33. My principal makes my work easier and more pleasant ..... A PA PD D

34. Keeping up professionally is too much of a burden ..... A PA PD D

35. Our community makes its teachers feel as though they are a real part of the community ..... A PA PD D

36. [redacted] ..... A PA PD D

37. Teaching affords me the security I want in an occupation ..... A PA PD D

38. My school principal understands and recognizes good teaching procedures ..... A PA PD D

39. [redacted] ..... A PA PD D

40. My classes are used as a "dumping ground" for problem students ..... A PA PD D

41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained ..... A PA PD D

42. My teaching load in this school is unreasonable ..... A PA PD D

43. My principal shows a real interest in my department ..... A PA PD D

44. Our principal promotes a sense of belonging among the teachers in our school ..... A PA PD D

45. My heavy teaching load unduly restricts my nonprofessional activities ..... A PA PD D

46. I find my contacts with students, for the most part, highly satisfying and rewarding ..... A PA PD D

47. I feel that I am an important part of this school system ..... A PA PD D

48. The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar ..... A PA PD D

19

Continue with item 49 on next page

49. My school provides the teachers with adequate audio-visual aids and projection equipment ..... A PA PD D

50. I feel successful and competent in my present position ..... A PA PD D

51. I enjoy working with student organizations, clubs, and societies ..... A PA PD D

52. Our teaching staff is congenial to work with ..... A PA PD D

53. My teaching associates are well prepared for their jobs ..... A PA PD D

54. Our school faculty has a tendency to form into cliques ..... A PA PD D

55. The teachers in our school work well together ..... A PA PD D

56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am ..... A PA PD D

57. Our school provides adequate clerical services for the teachers ..... A PA PD D

58. As far as I know, the other teachers think I am a good teacher ..... A PA PD D

59. Library facilities and resources are adequate for the grade or subject area which I teach ..... A PA PD D

60. The "stress and strain" resulting from teaching makes teaching undesirable for me ..... A PA PD D

61. My principal is concerned with the problems of the faculty and handles these problems sympathetically ..... A PA PD D

62. I do not hesitate to discuss any school problem with my principal ..... A PA PD D

63. Teaching gives me the prestige I desire ..... A PA PD D

64. My teaching job enables me to provide a satisfactory standard of living for my family ..... A PA PD D

65. [illegible] ..... A PA PD D

66. Most of the people in this community understand and appreciate good education ..... A PA PD D

67. In my judgment, this community is a good place to raise a family ..... A PA PD D

68. This community respects its teachers and treats them like professional persons ..... A PA PD D

69. My principal acts as though he is interested in me and my problems ..... A PA PD D

70. My school principal supervises rather than "snoopervises" the teachers in our school ..... A PA PD D

71. It is difficult for teachers to gain acceptance by the people in this community ..... A PA PD D

72. Teachers' meetings as now conducted by our principal waste the time and energy of the staff ..... A PA PD D

Continue with item 73 on next page

73. My principal has a reasonable understanding of the problems connected with my teaching assignment ..... A PA PD D

74. I feel that my work is judged fairly by my principal ..... A PA PD D

75. [redacted] ..... A PA PD D

76. Most of the actions of students irritate me ..... A PA PD D

77. The cooperativeness of teachers in our school helps make my work more enjoyable ..... A PA PD D

78. My students regard me with respect and seem to have confidence in my professional ability ..... A PA PD D

79. The purposes and objectives of the school cannot be achieved by the present curriculum ..... A PA PD D

80. The teachers in our school have a desirable influence on the values and attitudes of their students ..... A PA PD D

81. This community expects its teachers to meet unreasonable personal standards ..... A PA PD D

82. My students appreciate the help I give them with their school work ..... A PA PD D

83. To me there is no more challenging work than teaching ..... A PA PD D

84. Other teachers in our school are appreciative of my work ..... A PA PD D

85. As a teacher in this community, my nonprofessional activities outside of school are unduly restricted ..... A PA PD D

86. As a teacher, I think I am as competent as most other teachers ..... A PA PD D

87. The teachers with whom I work have high professional ethics ..... A PA PD D

88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens ..... A PA PD D

89. I really enjoy working with my students ..... A PA PD D

90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments ..... A PA PD D

91. Teachers in our community feel free to discuss controversial issues in their classes ..... A PA PD D

92. My principal tries to make me feel comfortable when he visits my classes ..... A PA PD D

93. My principal makes effective use of the individual teacher's capacity and talent ..... A PA PD D

94. The people in this community, generally, have a sincere and wholehearted interest in the school system ..... A PA PD D

Continue with item 95 on next page

95. Teachers feel free to go to the principal about problems of personal and group welfare ..... A PA PD D

96. This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff ..... A PA PD D

97. This community is willing to support a good program of education ..... A PA PD D

98. Our community expects the teachers to participate in too many social activities ..... A PA PD D

99. Community pressures prevent me from doing my best as a teacher ..... A PA PD D

100. I am well satisfied with my present teaching position ..... A PA PD D

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HANSELMANN, Gudrun R., M.Ed., May 1982 Education

AN ASSESSMENT OF TEACHER CHANGE IN ROLE PERCEPTION AS THE RESULT OF PARTICIPATION IN THE ELEMENTARY SCHOOL EVALUATION BY THE ASSEMBLY OF ELEMENTARY SCHOOL, MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS (51 pp.)

Director of Thesis: Dr. Florence R. McCormick

The concept of role perception of teachers and the relationship between school organization and teacher attitude has been examined by many researchers. Changes in the school environment often lead to changes in teacher role perception. The purpose of this study was to examine whether participation in the self-study for accreditation by the Assembly of Elementary Schools could change teacher role perception significantly. Role perception was assessed through levels of morale. The Assembly of Elementary Schools is an extension of the Middle States Association of Colleges and Schools, designed to evaluate the elementary system to establish accreditation, Kindergarten through grade twelve.

There are two models which can be followed for evaluation purposes: the Correspondence and Coherence Models. The experimental district of this study followed the Coherence Model which gives teachers the opportunity to actively participate in the evaluation. The "raw realities" underlying the philosophy of the Coherence Model are:

1. Nature of the Student
2. Nature of the Processes
3. Nature of School Relations
4. The Purpose of the School

Of these realities number three was the area investigated. There were four criteria central to the investigation:

Criterion I Teacher and Student
Criterion II Teacher and Teacher
Criterion III Teacher and School
Criterion IV Teacher and Parent

Members of the experimental and control group were chosen randomly from two Monroe County elementary school faculties. The Purdue Teacher Opinionaire was administered to all subjects before and after the self-study. T-tests for unrelated samples were used to determine if the null hypothesis was tenable.

It was found that there was a nonsignificant difference in Criterion I, Criterion II and Criterion IV. Criterion III showed a significant difference at $p < .05$.

It is the researcher's opinion that active participation in a self-study for accreditation causes a favorable change in teachers with respect to the decision-making process. This in turn creates a more positive self-image, role perception and job satisfaction.

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Members of the experimental and control group were chosen randomly from two Monroe County elementary school faculties. The Purdue Teacher Opinionaire was administered to all subjects before and after the self-study. T-tests for unrelated samples were used to determine significance.

It was found that there was a nonsignificant difference in Criterion I, Criterion II, and Criterion IV. Criterion III showed a significant difference at $p < .05$, suggesting a possible change in the Teacher and School relationship which could create a more positive role perception.